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1. Semantics

1 Relationships (10 points)

For each set of words write the abbreviation for the lexical relationship you mark as "hyp", circle the superordinate term (the hypernym). Note: captures a systematic relationship; those that do not should be marked with abbreviations below. (1 point each)

synonyms (S)

antonyms (A)

homonyms (hom)

meronymy (M)

polysemy (P)

hyponymy (hyp)

- _____ 1. apple, grape, banana, fruit, orange
- _____ 2. crazy, nuts, bonkers, wacko, mad
- _____ 3. I can stand on one foot, there are trees at the foot of
- _____ 4. fish, whale, water, snail, ice
- _____ 5. old/young; kind/mean; serious/humorous; thick/thin
- _____ 6. foundation, walls, house, roof, windows, doors
- _____ 7. actor/audience; borrower/lender
- _____ 8. to/too/two; bear/bare
- _____ 9. my cat has a tail, I told a scary tale
- _____ 10. tools, instruments, implements, equipment

2 Meaning Shifts (10 points)

5 10. tools, instruments, implements, equipment

Historical Meaning Shifts (10 points)

For each of the following words, explain how the shift in meaning over time is an example of either: broadening, narrowing, amelioration, or pejoration. (2 points each, 1 for choosing correctly, 1 for the explanation) Note: some items may be described by two answers—you only provide one.

	<u>Original Word</u>	<u>Original Meaning</u>	<u>Modern Word</u>
1.	<i>brid</i> [bird]	young bird	any bird

2.	<i>deor</i> [deer]	beast/animal	deer

3. *modeg* [moody] showing bravery

changing moods quickly

4. *dysig* [dizzy] foolish, stupid

temporary lightheadedness

5. *heirarchy* ranking of heavenly angels top-down organization

Part 2. Pragmatics

Semantic Roles in Sentence Context (5 points)

... phrase in each sentence; choose

Part 2. Pragmatics

Semantic Roles in Sentence Context (5 points)

Identify the semantic role of the underlined noun phrase in each sentence; choose

a. agent b. theme or patient c. experiencer d. instrument e. beneficiary

_____ 1. The bystander saw that the minivan had been hit by the red car in the intersection.

_____ 2. The bystander saw that the minivan had been hit by the red car in the intersection.

_____ 3. The bystander saw that the minivan had been hit by the red car in the intersection.

_____ 4. The bystander saw that the minivan had been hit by the red car in the intersection.

_____ 5. The owner of the red car gave his insurance information to the owner of the minivan.

_____ 3. The bystander saw that the minivan had been hit by the red car in the intersection.

_____ 4. The bystander saw that the minivan had been hit by the red car in the intersection.

_____ 5. The owner of the red car gave his insurance information to the owner of the minivan.

Direct and Indirect Speech Acts (10 points)

For each of the following situations, focus on the underlined speech act and response to it.

a) is it a direct or indirect speech act, and b) explain your answer to a) (2 points each)

1. You are at a fast-food restaurant with some friends, and one of them says to you "hey, could you grab some napkins?" Instead of answering the question, you grab some napkins.

a) _____ b) _____

2. A group of rowdy high school students is talking loudly in the school library. The librarian walks over and says, "The library is a quiet study place!" The group of students quiets down.

a) _____ b) _____

you are standing in line at the grocery store and the stranger behind you says, "Excuse me what time is it?" You look at your watch and tell him the correct time.

b) _____

you are watching tv (at an enjoyably loud volume) when your roommate comes out from the bedroom and says "#@*! Are you deaf?" You roll your eyes and turn down the volume.

b) _____

answers to this may vary—it's your explanation that matters ☺ At the White House, the President of the United States asks your boss to leave the room so that in private he can talk to you, "I hope you can see your way clear to letting this go" [where 'this' means running the investigation as head of the US Government's Federal Bureau of Investigation]. To determine whether this is a direct or indirect speech act, you first need to decide whether the act is simply a statement of information or if considering the context any reasonable employee would consider it to be a request/order.

b) _____

History of English Choice (5 points)

Which language was the most significant source of Old English.

- a. Latin b. Celtic c. German d. Scandinavian e. French

The proper noun "English" derives from:

- a. *englisk*, the boats used by Vikings
b. the *Angles*, a north Germanic tribe

- c. *Inglond*, an Old Norse word for land
d. *Unklos*, a Proto-Indo-European word for enclosure

employee would consider it to be

a) _____

b) _____

Part 3. History of English Multiple Choice (5 points)

- ____ 1. Which language was the most significant source of Old English.
a. Latin b. Celtic c. German d. Scandinavian e. French
- ____ 2. The proper noun "English" derives from:
a. *englisks*, the boats used by Vikings
b. the *Angles*, a north Germanic tribe
c. *Inglond*, an Old Norse word for paradise
d. *Unklos*, a Proto-Indo-European language
- ____ 3. Which language significantly contributed to English in the Middle English period?
a. Latin b. Celtic c. German d. Old Norse e. French
- ____ 4. Consider the following sets of words from five different languages:

<u>Sanskrit</u>	<u>Greek</u>	<u>Latin</u>	<u>Gothic</u>	<u>English</u>
padam	poda	pedem	fotu	foot

These words (and many others like them) indicate that:
a. These languages are historically derived from a common source.
b. These languages are historically unrelated.
c. Languages frequently borrow words from each other.
d. The connection between sound and meaning is not entirely arbitrary.

Middle

Early Modern

Modern

Our father which art

Our father who is in heaven

1. Give a phonological description of what happened to the [d] in *Fæder* between Middle and Early Modern English. (Hint: for a 'phonological' explanation, you will need to use terminology from the IPA chart.)

2. Give a phonological description of what happened to the [f] in *heofon* between Old and Middle English?

3. What syntactic change shown above occurred between Old and Middle English?

4. Describe how the pronunciation of the final vowel in *oure* changed from Middle to Early Modern English.

5. How did phonological changes (like #4) contribute to English changing from a highly inflected language with variable word order to a less inflected language with fixed word order? (2 points)

Short Answer (4 points)

What was a cause of the widespread borrowing of words from other languages into English during the Early Modern English Period?

What do "irregular" nouns and verbs (give 2 examples of each) reveal about the history of English?

3. Starting in the 1600s, people concerned with the English language, "became intent on fixing the language in what they viewed as a polished, perfect, and permanent form" (Denham and Lobeck, 395). Why would most any modern linguist say they had a naïve understanding of how languages work?

4. Give an example with a brief explanation of how historical changes to a language can be socially and/or politically motivated.

Part 4. Sociolinguistics**Dialects, Accent, and Register variation (10 points)**

Below are 3 bits of context followed by a phonetic transcription of what a speaker of a variety of English might say. All are established dialects or accents, but not all are American. **In the blank write A to indicate an accent or D to indicate a dialect.** In the lines below the speech, **write the words in standard English spelling and describe two linguistic features that differentiate the speech from standard English**—use this to justify whether it is a dialect or accent. (2 points each)

1. Someone says they don't have a cold beverage for you: [a dɒn gæt nɒ əs ti]

2. Because his mother was in the hospital, [i bɔʔ ə pʰa? ə fləwəz fər ɪz mʌm]

3. In the hall at school, the boy pointed at [də tiçə hu bi ə həd greɪə]

4. What are 6 variables of sociolinguistic variation? (.5 points each)

What is the difference between geographical variation and social variation? Give at least one example of each. (1 point)
